



WHAT IS HIGHER EDUCATION FOR? MANDATES ADDRESSED TO HIGHER EDUCATION

Benedikte Custers

University of Porto

Supervisor: António M. Magalhães





OUTLINE OF THE PRESENTATION

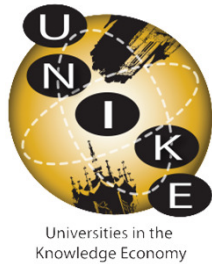
- › Context of Higher education
- › Mandates addressed to higher education
- › Educational ideologies
- › Examples
- › Opportunities for future research



CONTEXT OF HIGHER EDUCATION

Idea of the modern university (in the Humboldtian version)

“the university that orients itself to a transcendent idea of humanity (including universal reason) or a particular vision of (civil) society, and propagates and safeguards the progress of national culture or civil society through the integration of research, education and public service” (Masschelein & Simons, 2009, p. 238)



CONTEXT OF HIGHER EDUCATION

Within the Knowledge Economy

→ entrepreneurial university (Simons & Masschelein, 2009)

- Higher Education = engine of growth and employment
- Universities → an important role in this knowledge economy (Altbach, 2011, p. 11)

“[Research universities] provide the key link between global science and scholarship and a nation’s scientific and knowledge system” (Altbach, 2011, p. 11).



MANDATES ADDRESSED TO HE

› **Mandates** addressed to higher education:

“what it is desirable that the education system should do” (Robertson & Dale, 2008: 19)

“projects for education based on ‘conceptions of what it is desirable and legitimate for the education system to bring about’.” (Stoer & Magalhães, 2004: 319)

› the expectations towards higher education of contributing in a certain way to a certain purpose to society or to the individual



MANDATES ADDRESSED TO HE

- › 3 mandates Magalhães and Veiga (2013) and Stoer and Magalhaes (2004) :
 - › the formation of citizens
 - › the formation of professionals
 - › the formation of individuals

- › Discursive struggle



EDUCATIONAL IDEOLOGIES (FANGHANEL, 2012)

“normative models of education” (Fanghanel, 2012)

“they provide a strong theoretical framework for accounting for beliefs and values that can be held about the role of universities and of academics as educators, with reference to their beliefs about social order, distribution of and access to resources, and knowledge, for example.” (Fanghanel, 2012, p. 7)

current global and
might rise that the
e and has been fully
d by discourses of the

The purpose of this study is to look within the context of the current govern
changes at the processes of negotiation of actors' roles and at the
recontextualisation of the meaning of education/learning/teaching, space
time and actors' roles and at how this intersects with the meaning and mar
given to the university.

Reproduction Ideology

Production Ideology

Transformation Ideology

Public role of the university: national concern;	Human Capital Theory: higher education as a central player in economic capacity, and/or as a point of entry into the labour market;	Emotional, intellectual and personal capa → equity, equality, social justice and enhancement of social contexts,
Education as an end in itself; To reproduce the next generation of discipline experts; social normalcy;	Education as a means to an end, as an economic investment; Kind of capital;	Education for social, personal, human org transformation.
Expert; educator;	Facilitator	Empowering individuals
	Learner; Consumer; Entrepreneur; Personally responsible	Vehicle for social transformation
Humboldtian idea of unity of knowledge (and of the strong connection between teaching and research	Managed research	



ASSUMPTION

- › Mandates addressed to higher education
 - › shape the discourses on associated educational categories but also
 - › delineate the opportunities of their emergence/continuation



EDUCATIONAL CATEGORIES

- › “Educational categories” refer to a term used by Magalhães and Veiga (2013) describing different elements: “teaching, learning, students, professors, classes, etc.” (Magalhães & Veiga, 2013, pp. 59, 61).



Universities in the
Knowledge Economy

EXAMPLE





EXAMPLE

Quality Assurance in Higher Education

- Quality as “a function of quantifiable measures since it is assessed through indicators such as the number of competitive research projects, the number of publications in well ranked journals, classroom space and library resources in relation to the number of students and so on.” (Guzmán-Valenzuela & Barnett, 2013b, p. 1121)
- “how do we actually improve our teaching, or how do we improve our research” (Anderson, 2006, p. 167)



EXAMPLE

Quality Assurance in Higher Education

→ a conflict → discursive struggle between

- a more quantitative approach ~ the *production ideology*
- academics saying that such a quantitative approach “failed to assure quality in any meaningful way” ~ *reproduction ideology*



EXAMPLE

“Higher education is seen “both as a means to foster economic growth – through its capacity to create a highly skilled workforce and research that underpins a knowledge-based economy – and as a principal instrument for the fostering of social cohesion, widely dispersing the benefits of economic growth.” ((IMHE), 2006)



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- › “So, It’s, I think, higher education is a domain that is precious. It is precious, almost as precious as something like the oceans, the forests, where we need a terrain, a space for free thinking, for experimentation, for creativity, and for asking questions and solving problems across fields. And higher education is the only place I know of where that can happen without a profit motive and without a huge sense of risk.” (interview Jan 2015 – USA)



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> “I would say that it is... you know, it is a tool of democracy. Higher education is to create the next generation of informed autonomous citizens of democracy. Right... that would be my goal, as an educator is to literally see the development of an informed, euh... free citizen, right. That is my utopian vision, my very utopian and idealistic vision of what education is for.” (interview Jan 2015 – USA)



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OPPORTUNITIES FOR FUTURE RESEARCH

- › explore how these different conceptualisations are present in the discourse used by academics, administrators and students in higher education
- › what kinds of mandates are mentioned and what mandate is expressed by whom, in what context, and employing what educational ideologies



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CONTACT

Benedikte Custers

Marie Curie Doctoral Fellow

University of Porto

benediktecusters@fpce.up.pt

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